

Voice in eventive coordinate clauses in Standard Indonesian

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It is widely known that the discourse function of the passive in Malay deviates from what is typically observed cross-linguistically, in that it may be used in eventive coordinate clauses encoding successive actions conducted by one agent. This paper gives an attempt to see how this type of deviation occurs in present-day Standard Indonesian, which is a variety of Malay. The results of an experiment with short movies as stimuli show that the use of the active voice is dominant (observed in approximately 93% of all the clauses), though passive clauses were also observed at a lower rate (the remaining approximately 7% of all clauses).

1. Introduction¹

This paper deals with coordinate clauses encoding a succession² of events in which shared participants, especially an identical agent, are involved; Cumming (1991) calls such clauses ‘eventive’. These clauses present events simply according to the flow of time without indicating any semantic relations between them, and are connected using a coordinating conjunction (typically *dan* ‘and’ or *lalu* ‘then’ in Standard Indonesian) or simply juxtaposed. These basic semantic and syntactic properties are cross-linguistically very common; however, in Malay, which includes Standard Indonesian as one of its variants, this phenomenon has attracted the attention of many researchers (Verhaar 1978, McCune 1979, Kaswanti 1985 among others), because it exhibits a grammatical voice that deviates from the cross-linguistic tendency: the passive construction may appear when the topicality of the agent is clearly high.

This paper will attempt to clarify how speakers of Standard Indonesian at the present time choose a voice construction in this type of coordinate clause, on the basis of the results of an experiment employing short movies as stimuli.

The structure of this paper is as follows. In section 2, we will review the three types of voice observed in Malay, and in section 3, we will go over the experimental method that this study employs. Section 4 shows the results of the experiment, and section 5 is a summary.

2. Voice in Malay and Indonesian

Recent studies on voice in Malay, including Standard Indonesian, understand this language to have three types of voice, namely active, passive, and object voice (Arka & Manning 1998, Kroeger 2014).

Sentence (1) and (2) are examples of Indonesian active voice, in which the prefix *meN-* occurs on the verb. This construction has an agent NP (*mereka* ‘3PL’ in (1) and *dia* ‘3SG’

¹ I would like to thank all the participants in the experiment that I conducted for this research. I also thank Lanny Hidayat at Atma Jaya Catholic University of Indonesia in Jakarta, who helped me to collect data from her students. This research was supported by the “Linguistic Dynamics Science Project” (2008–2013) at ILCAA, with funding awarded to the Institute by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and JSPS KAKENHI Grant Number JP15K02472.

² Longacre (2007:380) categorizes ‘succession’ as a notion encoded within sentence structure.

in (2)) as the subject, which canonically occurs before the predicate in Standard Indonesian. The patient NP almost always occurs after the predicate.

- (1) *Mereka sudah menjemput Tomo.*
 3PL already AV.meet Tomo
 ‘They have met Tomo.’ (Sneddon 2010:255)
- (2) *Dia sudah menjemput Tomo.*
 3PL already AV.meet Tomo
 ‘They have met Tomo.’ (Sneddon 2010:255)

Sentence (3) is an example of the passive voice in which the passive prefix *di-* occurs on the verb and the PP with the preposition *oleh* expresses the agent. Sentence (4) is an example of the object voice, in which the independent agent pronoun *dia* occurs immediately before the bare stem form of a verb (Kroeger 2014:6). The patient NP appears as subject in both these non-active voices, which canonically occurs before the predicate.

- (3) *Tomo sudah di-jemput oleh Tini.*
 Tomo already PASS-meet by Tini
 ‘Tomo has been met by Tini’
- (4) *Tomo sudah dia jemput.*
 Tomo already 3 meet
 ‘He has met Tomo.’

The passive and object voices are both constrained as to the nature of the agent: the passive is used when the agent is the third person, while the object voice is used when the agent is expressed by a personal pronoun.

A non-affixed verb, instead of a *meN-* prefixed verb, may occur in the active voice. Sentences (5) and (6) are examples of such, corresponding to sentences (1) and (2), respectively. This type of clause is not found in formal Indonesian, but is observed in colloquial Indonesian, as Sneddon (2006:43) suggests. I will return to this point in section 4.2.

- (5) *Mereka sudah jemput Tomo.*
 3PL already meet Tomo
 ‘They have met Tomo.’
- (6) *dia sudah jemput Tomo.*
 3 already meet Tomo
 ‘He has met Tomo.’

When the agent is expressed by a pronoun, the construction seen in (5) and (6) exhibits a similar feature to the object voice construction: they both employ a bare verb. The active voice constructions and the object voice construction can be clearly distinguished only when the auxiliary precedes the main verb. Compare (4) and (6). The agent pronoun occurs immediately before the verb in the object voice, as in (4), while the auxiliary intervenes between the agent pronoun and the verb in the active voice.³

³ When the auxiliary does not occur, the distinction may be drawn by the constituent order. Compare (i) and (ii). Sentence (i), in which both the lexical NP *Tomo* and the pronoun *dia* occur before the predicate, is

In many languages that feature an active/passive voice distinction, voice selection is closely related to the topicality of the participants; there is a strong cross-linguistic preference for subject and topic to coincide, and voice selection is made accordingly. Distribution of the two voices, however, is not symmetrical: the active voice is almost always the unmarked choice, and the passive voice is used only when “the patient is more topical than the agent, and the agent is extremely non-topical” (Givón 1994: 8), in other words, when the agent is defocused (Shibatani 1985).

Typical usage of the passive in Standard Indonesian follows the distribution cross-linguistically observed. Consider sentences (7) and (8). In example (7), the agent is not specified, and is therefore non-topical, while in example (8), the agent is introduced in the sentence, and is therefore less topical than the patient, who has already been introduced to the discourse in the previous clause.

- (7) *Kemudian di-siram dengan gembor sampai cukup lembab*
 then PASS-pour.water with watering.can until enough moist
dan bibit di-tanam dalam lubang.
 and seed PASS-plant inside hole
 ‘Then pour the water (over the soil) with a watering can until it becomes moist enough, and plant the seed in the hole....’ (Susanto 1994:48)
- (8) (“The Tonjang Beru Kingdom was located in the southern part of Lombok Island.”)
Kerajaan itu di-pimpin oleh seorang raja yang arif bijaksana.
 kingdom that PASS-govern by one king REL wise
 ‘The kingdom was governed by a very wise king’ (Faza 2014:62)

As mentioned in the introduction, the distribution of the Malay passive, however, exhibits a deviation from the cross-linguistic tendency, in that the passive may be used in coordinate clauses expressing a series of successive events conducted by one agent (Kaswanti 1985, Sneddon 2010, Kroeger 2014). Example (9) and (10) are from Sneddon (2010:264); both show functional deviation in the passive, although the type of deviation differs between the two examples.

considered to be in the object voice, with the lexical NP being interpreted as the subject and the pronoun considered as the agent. Sentence (ii), in which one NP occurs before the predicate and the other NP after, is considered to be in the active voice, with the pre-predicate NP being the agent NP and the post-predicate NP, the patient NP.

- (i) *Tomo dia jemput.*
 Tomo 3 meet
 ‘He met Tomo.’
- (ii) *dia jemput Tomo.*
 3 meet Tomo
 ‘He met Tomo.’

However, when a clause consists of the verb and a pronoun immediately precedes it, as in (iii), indeterminacy occurs, since the sentence form does not show whether the construction is in the active voice or the object voice.

- (iii) *dia jemput.*
 3 meet
 ‘He met him/ her/ them.’ (interpretation as the object voice)
 ‘He met someone (unidentifiable to the addressee).’ (interpretation as the active voice)

In example (9), the passive construction is observed in clauses (b) and (c), in which both the agent and the patient are topical; the first clause, which is in the active voice, introduces the agent *dia* ‘she’ and the object *susu dua gelas* ‘two glasses of milk’, and in the following two clauses (b)–(c), a patient that is associable with the object is encoded by the subject.

- (9) a. *Dia datang membawa susu dua gelas.*
 3 come AV.bring milk two glass
 b. *Segelas diletakkan=nya di atas meja.*
 one PASS-put=3 at above table
 c. *Yang lain di-bawa=nya pada=ku.*
 REL other PASS-bring=3 to=1SG
 ‘She came carrying two glasses of milk. She put one glass on the table. The other she brought to me.’

The usage of the passive in (9)b and (9)c deviates from the cross-linguistic tendency in that the passive is used to describe events in which the agent is topical. English and Japanese, to give two examples, do not permit the use of the passive in sentences semantically corresponding to the above. Examples (9)’ and (9)’’ are literal translations of (9) into English and Japanese, respectively; in both examples, the passive voice is employed in the second and the third clause. Both examples are not judged as natural sentences by English and Japanese speakers, respectively.

- (9)’ ?*She came carrying two glasses of milk. One glass was put on the table and the other was brought to me.*
- (9)’’ ?*kanojo wa gyuunyuu no hait-ta koppu o*
 she TOP milk GEN enter-PST glass OBJ
 futatsu motte ki-ta.
 two bring come-PST
 Hitotsu wa teeburu ni oka-re,
 one top table at put-PASS
 mou hitotsu wa watashi ni hakoba-reta.
 more one TOP I to bring-PASS
 (intended meaning) ‘She came carrying two glasses of milk. One glass was put on the table and the other was brought to me.’

In example (10), the deviation is more salient, in that the patient in the situation described in the passive clause is not topical at all. In both clauses (10)a and (10)b, the passive construction is used and the subjects (*lampu-lampu* ‘lights’ and *tempat tidur* ‘the bedroom’) refer to the patient. Further, the subjects are newly introduced in the given clauses, and therefore cannot be considered topical. The agent, in contrast, is inarguably topical, because it is denoted by the third person pronoun *nya*, which is attached to the verb.

Example (10) also exhibits another type of deviation—a non-canonical constituent order in which the subject follows the predicate.

- (10) a. *Di-matikan=nya lampu-lampu dalam kamar tidur itu,*
 PASS-turn.out=3 light inside room sleep that

b. *lalu dengan meraba-raba di-dekati=nya tempat tidur.*
 then listen.to grope PASS-approach=3 place sleep

‘He turned off the lights in the bedroom, then groping his way, he approached the bed.’

Cumming (1991:199, 203), in her discussion of functional change in Malay, suggests that the construction type in (10), which she calls a “patient trigger”⁴ construction with a VS order (P(redicate) > T(igger) order, in her term) is an unmarked transitive clause in a type of narrative that she calls “eventive” in Classical Malay; eventive is a cluster of properties observed in main clauses, that is, telic, punctual, foregrounding and sequencing.. In contrast, in modern Standard Indonesian this type of construction came to be restricted to highly continuous agents and stylistically marked.

Concerning the stylistic markedness of the passive (or patient trigger) construction, Djenar (2015) analysed Indonesian teen novels published between 2001 and 2011. Her count shows that it is rare for events in a narrative to be encoded by the passive construction, confirming Cumming’s claim above. Djenar (2015) also discusses the stylistic effects of the passive type in (10), which she calls the ‘inverse’ passive, and suggests that the alternation between this construction and other types of construction ‘provides an effective device for marking change of scene and signaling a significant point in narration at local level.’ She also proposes that this type of passive “could be a vestige of earlier tradition in fiction writing and individual style. For instance, writers concerned with writing more “*sastra* (‘literature’)-like” would be more likely to use it than others’.

In contrast to the passive construction, the pragmatic function of the object-voice construction has scarcely been studied. We can tentatively expect high topicality in both agent and patient in this voice, since it requires the agent to be encoded by a pronoun, which in turn requires high topicality of the referent, and also since it requires the patient to be the subject, a position associated with high topicality. This means that the distribution of object voice and passive voice may overlap when the agent is the third person and the referent is active enough in the discourse to be coded by a pronoun. Given this situation, the factors that influence voice selection between the object and passive voices should certainly be addressed. This research, however, will not deal with the object voice construction any further, because the data we obtained through the experiment include few examples of the object voice.

Taking up the findings of all the previous studies and the tentative expectation seen above, this present study will attempt to clarify the realities of voice selection in Standard Indonesian at the present time. We will focus in particular on voice selection in coordinate clauses denoting a series of successive events conducted by one agent, that is, eventive clauses to clarify the following two points.

- (i) Is the type of passive construction in (10), in which the subject refers to a non-topical patient, observed in narratives in plain (non-literary) style? This point is investigated to validate the observations of Cumming (1991) and Djenar (2015) on the status of this type of passive.

⁴ Cumming (1991:33) defines the term ‘trigger’ as a syntactic role that functions as a shared argument under clause combining. The “patient trigger clause” is, thus, a clause in which the patient argument functions as a shared argument under clause combining, such as relativization or serialization

- (ii) Concerning the passive construction in general, how frequently does it occur in eventive coordinate clauses, especially when the topicality of the agent and the patient are similar, as in example (9)?

3. Method

To achieve the goals outlined above, we conduct an experiment in which short movies are used as stimuli. Employing non-linguistic stimuli is a research method considered to be effective in eliciting natural verbal description.⁵

The stimuli are two short movies, each displaying a series of successive events, carried out by one actor. They are employed to lead the speakers (the viewers) to describe the situation using coordinate clauses.

The aim of the experiment is to see how present-day Indonesian speakers select a grammatical voice in a plain style. In order to exclude factors that may motivate participants to use special stylistic effects in their description, the actions are shot monotonously, by a fixed camera set in front of the actor, and presented in a way conveying that they are to be interpreted as independent from any preceding or following context. (The details of the actions are presented in descriptions (11) and (12) below.)

A total of 15 participants were asked to watch two short movies and describe briefly what happened in each video, in Standard Indonesian.⁶ All the participants were university students or had at least a bachelor's degree, and all wrote and read Standard Indonesian on a daily basis. Among them, 10 lived in Jakarta and the others, outside of Indonesia; three in Japan and the other two in Singapore and New Zealand, respectively. They were requested to write the description in Standard Indonesian, and submit it through email. In order to better consider variation among different languages, one English and one Japanese speaker also participated in the experiment and gave descriptions in their own respective languages.

The movies used as stimuli, titled "Egg" and "Banana" respectively, can be found at the following YouTube addresses.⁷ Figure 1 below shows a scene from "Egg."

- "Egg" (25 seconds)
<https://www.youtube.com/watch?v=ZeQ6DxpjK-Q>
- "Banana" (19 seconds)
<https://www.youtube.com/watch?v=D8xNzZ7vbcs>

⁵ Many researchers have employed this method recently, especially to investigate semantic categories. (Majid 2012:55). This method is also used to clarify how a speaker produces a narrative; one of the best-known works in this category is Chafe (1980), who elicited narratives in various languages using a movie titled "Pear Story."

⁶ Note that I did not attempt to judge whether the data obtained could be considered 'Standard Indonesian' or not, rather they reflect Indonesian as understood as 'standard' by particular speakers. Some speakers of Indonesian may find some of the sentences odd.

⁷ YouTube is a global video-sharing website operating as one of the Google's subsidiaries. The home page is <https://www.youtube.com>.



Figure 1. A scene from “Egg”

Both of the movies show a series of successive transitive actions conducted by one agent. Excerpts (11)–(12) are descriptions by an English speaker obtained for each video in order to relate the outline of the events included there.

(11) Egg

There’s a girl with a bowl in front of her, and an egg, and a whisk. She takes the egg and breaks it into the bowl, then beats it with the whisk, not for very long. Then she adds some milk and beats it again.

(12) Milk

There’s a girl and a bunch of bananas. The girl breaks off a banana and peels it, then takes a bite.

4. Results

4.1. Voice selection

The descriptions obtained by the Indonesian speakers for each video are shown in the appendix.

In all, 75 sentences consisting of 171 clauses were obtained, among which 139 clauses (81.3%) consisted of transitive constructions. The voice constructions were distributed across the 139 clauses as seen in table 1.

Table 1. Voice distribution for the overall data

Clause type	Number (percentage)
Active voice (with a verb with <i>meN</i> - prefix)	123 (88.5%)
Passive voice (with a verb with <i>di</i> - prefix)	12 (8.6%)
Object voice	4 (2.9%)
Total	139 (100%)

In all, 43 coordinate sentences were found, with a total of 100 clauses in them, including 38 initial and 62 coordinated clauses.⁸ Non-initial coordinate clauses are connected to the preceding clause either without a conjunction or with a conjunction such as *dan* ‘and,’ *lalu* ‘then’, or *namun* ‘however’.⁹

Table 2. Clause-coordination devices employed to coordinate clauses

Conjunction	Number of occurrence
<i>dan</i> ‘and’	33
<i>lalu</i> ‘then’	14
without conjunction	13
<i>namun</i> ‘however’	1

Among the 100 coordinate clauses, 95 (95.0%) are transitive.¹⁰ The distribution of voice constructions in coordination is shown in table 3.

Table 3. Distribution of voice constructions in coordinate clauses

Clause type	Number (percentage)
Active voice (with a verb with <i>meN</i> -prefix)	88 (92.6%)
Passive voice (with a verb with <i>di-</i> prefix)	7 (7.4%)
Object voice	0 (0%)
total	95 (95.0%)

From the previous studies mentioned in section 2, we expected high frequency of passive voice in coordinate clauses expressing successive actions, but this was not attested in the present experiment; the active voice is dominant both in whole descriptions and coordinate clauses. Nine of the 15 participants used only active voice throughout their descriptions. The object voice is not observed in coordinate clauses.

Sentence (13) is one of the descriptions for the film titled “Egg”, which corresponds to the English description (11) in the previous section, and sentence (14) is one of the descriptions for the film titled “Banana” corresponding to (12). They are both typical examples in that they consist only of clauses in the active voice construction.

⁸ Among the 68 non-coordinate clauses, 16 form a sentence by themselves, and the other 55 are subordinate clauses (34 clauses) and the main clauses subordinating them (18 clauses). The subordinate clauses include 11 relative clauses with the relativizer *yang*; 11 clauses indicating a terminus with the conjunction *hingga* ‘until’, *sehingga* ‘until’, or *sampai* ‘until’; 8 clauses indicating a relation in time with the conjunction *setelah* ‘after’, *sebelum* ‘before’, or *ketika* ‘when’; and one clause indicating a purpose with *untuk* ‘in order to’.

⁹ Some sentence-initial clauses have a conjunction to indicate the semantic relation of the succession to the previous sentence. The conjunctions observed in this context are *kemudian* ‘then, afterwards’ (9 examples), *setelah itu* ‘after that’ (3 examples), and *lalu* ‘then’ (2 examples). Among these, *kemudian* and *setelah itu* are only observed in sentence-initial position.

¹⁰ The high frequency of transitive clauses reflects the nature of the actions shown in the video.

- (13) *Seorang anak memecahkan telur ke dalam mangkuk*
 one-person child AV.break egg to inside bowl
mengocok telur, menambahkan susu lalu mengocok telur kembali.
 AV. stir egg AV.add milk then AV.stir egg again
 ‘A girl broke an egg into a bowl, stirred the egg, added milk, and then stirred the egg again.’
- (14) *Seorang anak perempuan mengambil sebuah pisang*
 one-person child female AV.take one.piece banana
mengupas=nya dan memakan=nya.
 AV.peel=3 and AV.eat=3
 ‘A girl took a banana, peeled it, and ate it.’

The passive construction, however, also accounts for a non-negligible percentage (approximately 7%) of the total. The distinctiveness of this possibility of using the passive in Standard Indonesian is clear, as the descriptions in English and Japanese obtained for the same condition do not include any passive clauses.

Example (15) exemplifies one of the passive clauses from the data. The passive constructions always occur in the non-initial clauses of the discourse, as seen here.

- (15) *Anak perempuan itu mengambil sebutir telur*
 child female that AV.take one.piece egg
dari atas meja.
 from on table
Kemudian telur itu di-pecah¹¹ dan
 then egg that PASS-break and
di-kocok di dalam sebuah mangkok kaca yang besar.
 PASS-stir at inside one.piece bowl glass REL big
 ‘The girl took an egg from the table. Then she broke the egg and stirred it in a big bowl of glass. After that, she poured milk into the bowl and stirred the egg and milk.’

The agent (in both clips, a girl) and the patient of the first action (egg and banana, respectively) are already shown at the beginning of the video, and thus their topicality is similar at this stage, if we do not consider the inherent properties, such as animacy, of the participant. However, when the speaker starts the description with a transitive clause, it is always the agent (the girl) that is chosen as a referent of the subject, and the active clause occurs accordingly. Once the patient is introduced in the discourse, however, some speakers choose the patient as a subject in the following clause, employing the passive voice accordingly.

Interestingly, the peculiar type of passive in (10) is not observed in any of the descriptions obtained. Instead, in all of the passive clauses, including (15) and (16) above, the patient is considered to be topical and the subject, when it is overtly expressed, occurs before the predicate. This fact confirms the claims of Cumming (1991) and Djenar (2015) mentioned

¹¹ One of the reviewers (a native speaker of Indonesian) judges *di-pecah* as odd in Standard Indonesian. However, as shown in footnote 6, this study will not judge whether each example obtained is standard or not, but just accept all the examples as per the request to write Standard Indonesian.

in section 3, that is, that the passive type in (10) are marked constructions in present-day Standard Indonesian and do not occur in a plain style without stylistic effects.

The events described by the coordinate clauses all share an agent, and some also a patient. All the coordinate clauses share the same semantic subject; it is not explicitly expressed in non-initial clauses. We can also see the obligatory patient marking in the active clause and optional agent marking in the passive clause, which confirms the observation of Cumming (1991); the participant who provided sentences (13) and (14) did not accept the omission of the patient marking, while the participant who provided sentence (15) above did accept additional marking of the passive agent in the same sentence by the clitic pronoun *-nya*.

4.2 Examples from colloquial Indonesian

Three of the participants in the present experiment provided separate descriptions in colloquial Indonesian for the same movies, and these data show that the distribution of voice constructions is quite different between these varieties.

Among 25 clauses obtained, 24 clauses are transitive, eventive, and coordinate clauses. There is only one exception, a relative clause. Table 4 quantifies the distribution of grammatical voices observed in the clauses. The number of sample clauses is of course quite limited, but the number of passive clauses exceeds that of active clauses.

Table 4. Distribution of voice forms in colloquial Indonesian

Clause type	Number
Active voice	6
Active voice with a bare verb	5
Passive voice	12
Object voice	1
Total	24

What we can see in the limited data can be summarized as follows.

(i) The passive construction and the object voice construction are observed in the non-initial clause in coordination, as shown in (16) and (17) below, without exception.

(ii) The active voice construction is observed in the initial clause as well as the non-initial clause in coordination. The active voice construction with a bare verb, mentioned in section 2, is observed in 5 among the 11 clauses that are in active voice construction.

Sentences (16) and (17) are typical examples from colloquial Indonesian, corresponding to sentences (13) and (14) from Standard Indonesian in section 4.1 above.

- (16) *Anak cewe itu ambil satu telur,*
 child girl that take one egg
telor-nya di-pecah ke dalam mangkok
 egg-3 PASS-break to in bowl
terus di-kocok
 then PASS-mix
 ‘That girl took one egg, broke it into a bowl, and then beat it....’

- (17) *Ani*¹² *cabut* *pisang*
 Ani pull.off banana
trus di-kupas, trus di-makan
 then PASS-peel then PASS-eat
 ‘Ani pulled off the banana, and then peeled it and then ate it.’

5. Summary

In this study, I attempted to determine how voice selection is done in eventive coordinate clauses, that is, coordinate clauses showing successive events conducted by the same agent, in present-day Indonesian. The data elicited, through an experiment using two short movies as stimuli, shows the dominance of the active voice in Standard Indonesian: 93% of the total clauses were in the active voice. However, passive clauses were also observed, albeit at a much lower rate (approximately 7% of all clauses); they appeared when both the agent and the patient had already been introduced in the previous clause and were therefore established as topical. Therefore, we can say that the use of the passive voice, which deviates from the cross-linguistic tendency regarding active/passive distribution in eventive coordinate clauses, is still retained. Tentative research on colloquial Indonesian suggests significantly more use of the passive voice construction when the patient is given. Distinct features in this regard among varieties of Malay should be investigated in further research.

Abbreviations

1	first person	2	second person
3	third person	AV	active voice
OBJ	object	PASS	passive
PL	plural	REL	relativizer
SG	singular	TOP	topic

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¹² One of the speakers named the girl 'Ani' when describing the video.

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Appendix 1: Standard Indonesian

Movie 1 Egg

Participant 1						
sentence number	clause number	discription	English translation	clause type: Main=Main clause CO=coordinated SUB=subordinated	conjunction	voice A=active P=passive O=object na=non-transitive clause
1	1	Seorang anak perempuan mengambil sebutir telur, memecahkan=nya	A girl took an egg	Main		A
	2		broke it	CO	zero	A
	3	dan menuangkan=nya ke dalam sebuah mangkuk	and poured it into a bowl	CO	dan	A
	4	lalu mengocok=nya.	and then stirred it	CO	lalu	A
2	5	Kemudian ia menuangkan segelas susu ke dalam mangkuk tersebut	Then she poured a glass of milk into the bowl	Main	Kemudian	A
	6	dan mengocok=nya kembali	and stirred it again.	CO	dan	A
Participant 2						
1	1	Anak perempuan itu mengambil sebutir telur dari atas meja	That girl took an egg from the table.	Main		A
2	2	Kemudian telur itu di-pecah	Then she broke the egg	Main	Kemudian	P
	3	dan di-kocok di dalam sebuah mangkok kaca yang besar.	and stirred it in a big bowl of glass	CO	dan	P
3	4	Setelah itu, dia menuangkan susu ke dalam mangkok	After that, she poured milk into the bowl	Main	Setelah itu	A
	5	dan mengocok telur dan susu itu	and stirred the egg and milk	CO	dan	A
Participant 3						
1	1	Seorang anak memecahkan telur ke dalam mangkuk	A girl broke an egg into a bowl	Main		A
	2	mengocok telur	stirred the egg	CO	zero	A
	3	menambahkan susu	added milk	CO	zero	A
	4	lalu mengocok telur kembali.	and then stirred the egg again	CO	lalu	A
Participant 4						
1	1	Ani memecahkan sebuah telur,	Ani broke an egg	Main		A
	2	mengeluarkan isi=nya ke dalam mangkuk adonan	took the content out into a mixing bowl	CO	zero	A
	3	mengocok=nya	stirred it	CO	zero	A
	4	lalu mengambil segelas susu,	and then took a bottle of milk,	CO	lalu	A
	5	mencampurkan=nya ke dalam mangkuk adonan	mixed it in the mixing bowl	CO	zero	A
	6	dan mengaduk-aduk=nya	and stirred it	CO	dan	A
Participant 5						
1	1	Dia mengambil sebutir telur	She took an egg	Main		A
	2	dan memecahkan kulitnya	and broke the skin	CO	dan	A
	3	lalu menuangkan isinya ke dalam mangkuk	then poured the content into a bowl	CO	lalu	A
2	4	Kemudian, dia mengocok telur itu di dalam panci	Then, she stirred the egg in the pan.	Main	kemudian	A
3	5	Dia mengambil segelas susu	She took a glass of milk,	Main		A
	6	lalu menuangkan ke dalam panci	then poured it into the pan	CO	lalu	A

Participant 6						
1	1	Dalam video terlihat seorang anak kecil yang membuka telur	In the video, it is seen that a young girl who break an egg,	Main		NA
	2	lalu di-tuangkan ke dalam mangkok.	then poured it into a bowl.	CO	lalu	P
2	3	Setelah itu ia mulai mengocok telur itu.	After that she started stirring the egg.	Main	setelah itu	A
3	4	Ketika telur mulai mengembang	When the egg started to be stairred	SUB	ketika	NA
	5	gadis kecil itu menuangkan sedikit susu ke dalam mangkok	the young girl poured little milk to the bowl,	Main		A
	6	yang telah berisi telur	that is already filled with the egg	SUB	yang	NA
Participant 7						
1	1	seorang anak perempuan memecah satu telur	A girl broke an egg,	Main		A
	2	dan mengaduknya di dalam sebuah mangkuk besar	and mixed it in a big bowl.	CO	dan	A
2	3	Setelah itu dia memasukkan susu ke dalam mangkuk itu	After that she poured milk into the bowl,	Main	setelah itu	A
	4	dan mengaduk telur dan susu	and mixed the egg and milk.	CO	dan	A
Participant 8						
1	1	Seorang anak perempuan mengeluarkan isi telur	A girl is is getting the contents of an egg out	Main		A
	2	dan di-taruh ke dalam sebuah mangkuk	then put it into a bowl.	CO	dan	P
2	3	Telur itu lalu di-kocok	The egg was, then, stirred	Main		P
	4	sampai putih dan kuning telur bercampur	until white and yolk of the egg was mixed,	SUB	sampai	NA
	5	lalu di-tambahkan segelas susu	then a glass of milk was added,	CO	lalu	P
	6	dan di-aduk kembali	and was stairred again	CO	dan	P
	7	sampai tercampur	until they were mixed.	SUB		NA
Participant 9						
1	1	Di atas sebuah meja ada sebuah telur, sebuah mangkuk, dan sebuah pengocok telur.	There was an egg, a bowl, and a whisk on a desk.	Main		NA
2	2	Seorang anak perempuan berniat membantu ibunya.	One girl planned to help her mother.	Main		NA
3	3	Ia segera memecahkan telur itu,	She promptly broke the egg,	Main		A
	4	memasukkannya ke dalam mangkuk,	put it into a bowl,	CO	zero	A
	5	dan segera mengocoknya,	and then stairred it	CO	dan	A
	6	sampai tercampur rata,	until it was mixed well	SUB	sampai	NA
4	7	Setelah rata,	After it was mixed well,	SUB	setelah	NA
	8	ia memasukkan segelas susu cair ke dalam mangkuk itu,	she put a glass of milk into the bowl,	Main		A
	9	dan kembali mengocok susu dan telur itu,	and stirred again the milk and the egg.	CO	dan	A
5	10	Dalam waktu yang singkat, campuran susu dan telur itu sudah tercampur rata	Before long the milk and the egg was mixed well.	Main		NA
Participant 10						
1	1	Seorang anak perempuan, yang memakai baju kaos biru dan memiliki rambut pendek, memecahkan telur dan mengaduknya dalam sebuah wadah	A girl, wearing a blue T-shirts and having a short hair, broke an egg.	Main		A
	2	Kemudian, ia menambahkan segelas susu ke dalam wadah tersebut	Then she added a glass of milk into the aforementioned bowl,	Main	kemudian	A
	4	lalu mengaduk telur dan susu	then mixed the egg and the milk.	CO	lalu	A

Participant 11						
1	1	Video ini menunjukkan seorang anak yang ingin mengocok telur.	This video shows a girl who liked to stir an egg.	Main		A
2	2	Pertama-tama, dia memecahkan telur tersebut	First, she broke a forementioned egg.	Main		A
	3	dan menuangkan isinya ke dalam mangkuk yang telah disediakan	and poured the content into a bowl that was already made available.	CO	dan	A
	4	Dengan alat pengocok [clause 5 below] dia langsung mengocok putih telur dan kuning telur	With a tool for stirring she soon stirred the white and yolk of the egg.	Main		A
	5	yang dia miliki	that she had	SUB	yang	O
	6	hingga keduanya terlebur menjadi satu	until the two (ingredient) were merged into one	SUB	hingga	NA
4	7	Dia mengocok telur tersebut dengan sangat lihai	She stirred the aforementioned egg very well.	Main		A
5	8	Setelah hasil kocokan telah di-rasa merata	After the stirred was mixed very well,	SUB	setelah	P
	9	anak tersebut menambahkan susu ke dalamnya	the aforementioned child added milk into it.	Main		A
6	10	Dia kocok lagi	She stirred again,	Main		O
	11	sehingga susunya juga dapat melebur dengan merata ke dalam kocokan telurnya	until the milk was merged into the stirred egg.	SUB	sehingga	NA
Participant 12						
1	1	Dalam sebuah video berjudul 'Telur', seorang anak perempuan mengambil telur	In a video titled 'Egg', a girl took an egg.	Main		A
	2	lalu memecahkan telur tersebut	then broke the aforementioned egg.	CO	lalu	A
2	3	Kemudian dia menuangkan isi telur ke mangkuk.	Then she poured the content of the egg into a bowl.	Main	kemudian	A
3	4	Lalu dia mengocok isi telur	Then she stirred the content of the egg	Main	lalu	A
	5	hingga rata	until it is mixed well	SUB	hingga	NA
	6	dan menambahkan susu ke dalam mangkuk	and added milk into a bowl.	CO	dan	A
4	7	Kemudian dia kembali mengocok campuran telur dan susu	Then she again stirred the beaten egg and milk	Main	kemudian	A
	8	hingga rata	until it is mixed well	SUB	hingga	NA
Participant 13						
1	1	Seorang anak perempuan memecahkan sebutir telur	A girl broke an egg,	Main		A
	2	dan memasukkannya ke dalam sebuah mangkuk	and put it into a bowl.	CO	dan	A
2	3	Setelah itu, ia mengaduk telur tersebut untuk beberapa saat.	After that, she stirred the aforementioned egg for a while.	Main	setelah itu	A
3	4	Kemudian, anak itu mencampurkan setengah gelas susu ke dalam mangkuk yang berisi telur	Then, the child added a half-glass of milk into the bowl that contained an egg	Main	Kemudian	A
	5	dan mengaduknya kembali	and stirred again	CO	dan	A
	6	hingga tercampur rata	until it is mixed well.	SUB	hingga	NA

Participant 14					
1	1	Seorang anak perempuan bermodel rambut bob mengambil sebuah telur	A girl with a bobbed hair took an egg.	Main	A
	2	memecahkan=nya	broke it,	CO	zero
	3	dan memasukkan isi telur tersebut ke dalam wadah di depannya	and put the content of the egg aforementioned into a bowl in front of her.	CO	dan
2	4	Setelah itu, anak perempuan tersebut mengocok telur tersebut	After that, the aforementioned girl beated the aforementioned egg	Main	setelah itu
	5	hingga kuning dan putih telurnya tercampur rata	until the yoke and the white of the egg was mixed well.	SUB	hingga
3	6	Kemudian, anak perempuan tersebut memasukkan setengah gelas susu putih ke dalam wadah	Then the aforementioned girl put half-glass of white milk in the bowl,	Main	kemudian
	7	dan mengocok rata telur dan susu di dalam wadah tersebut hingga rata.	and beated the beated egg in the aforementioned bowl	CO	dan
	8	hingga rata	until mixed well	SUB	hingga
Participant 15					
1	1	Seorang anak perempuan mengambil sebutir telur mentah	A girl took a raw egg,	Main	A
	2	memecahkan=nya	broke it,	CO	A
	3	menuangkan isi telur ke dalam mangkuk	poured the content of the egg into a bowl.	CO	A
2	4	Setelah itu, ia menggunakan pengocok telur	After that, she used a frisk	Main	setelah itu
	5	untuk mengaduk telur yang ada di dalam mangkuk	for stirring the egg in the bowl	SUB	untuk
	6	sampai merata	until it became smooth	SUB	sampai
3	7	Lalu, ia menuangkan segelas susu ke dalam mangkuk	Then she poured a bottle of milk into a bowl,	Main	lalu
	8	dan kembali mengaduknya	and stirred it again.	CO	dan

Movie2 Banana

Participant 1						
sentence number	clause number	discription	English translation	clause type: Main=Main clause CO=coordinated SUB=subordinated	conjunction	voice A=active P=passive O=object voice NA=non-transitive clause
1	1	Seorang anak perempuan mengambil sebuah pisang	A girl took a banana,	Main		A
	2	mengupas=nya	peeled it,	CO		A
	3	dan memakan=nya		CO	dan	A
Participant 2						
1	1	Anak perempuan itu mengambil satu pisang dari atas meja,	That girl took a banana from a table,	Main		A
	2	mengupas=nya	peeled it,	CO		A
	3	dan langsung memakan pisang	and then ate the banana,	CO	dan	A
	4	yang sudah di-kupas itu	that she peeled.	SUB	yang	P
Participant 3						
1	1	Seorang anak membuka buah pisang	A child peeled a banana,	Main		A
	2	lalu memakan-nya	then eat it.	CO	lalu	A
Participant 4						
1	1	Ani mencabut sebuah pisang dari sisirnya	Ani tore a banana from the bunch,	Main		A
	2	mengupas-nya	peeled it	CO	zero	A
	3	dan memakan-nya	and ate it.	CO	dan	A
Participant 5						
1	1	Dia memetik pisang	She took a banana	Main		A
	2	lalu membuka kulitnya	then peeled the skin	CO	lalu	A
2	3	Kemudian, dia memakan buahnya	Then she ate the fruit.	Main	kemudian	A
Participant 6						
1	1	Dalam video ini terlihat seorang anak perempuan	In this video, it is seen a girl	Main		NA
	2	yang ingin makan pisang	who wanted to eat a banana	SUB	yang	NA
2	3	Sebelum makan pisang	Before she ate a banana,	SUB	sebelum	A
	4	ia mengupas kulit pisang terlebih dahulu	she peeled the banana skin first.	Main		A
3	5	Setelah mengupas kulit pisang	After (she) peeled the banana skin,	SUB	setelah	A
	6	anak itu mulai makan buah pisang tersebut dengan lahap	the child started eating the banana fruit ravenously.	Main		A

Participant 7						
1	1	Seorang anak perempuan duduk menghadap beberapa pisang di atas meja	A girl was sitting in front of several bananas on the table.	Main	zero	NA
2	2	Dia lalu mengupas satu pisang	She then peeled a banana,	Main	lalu	A
	3	dan memakan=nya	and ate it.	CO	dan	A
Participant 8						
1	1	Seorang anak perempuan memotek sebuah pisang	A girl picked a banana,	Main		A
	2	lalu ia mengupas kulit pisang tersebut	then she peeled the banana skin aforementioned,	CO	lalu	A
	3	dan memakannya dengan lahap	and ate it ravenously.	CO	dan	A
Participant 9						
1	1	Pada suatu hari, seorang anak perempuan melihat beberapa buah pisang di atas meja	One day, a girl looked at some banana fruit on a table.	Main	zero	A
2	2	Kemudian ia sgera mengambil satu buah pisang	Then she took one banana,	Main	kemudian	A
	3	lalu mengupas kulitnya.	and peeled the skin.	CO	lalu	A
3	4	Pada awalnya ia cukup kesulitan	First she had hard time,	Main	zero	NA
	5	mengupas kulit pisang itu	(for) peeling the banana skin,	SUB	zero	A
	6	namun pada akhirnya ia berhasil mengupas pisang itu	But finally she succeeded in peeling the banana,	CO	namun	NA
	7	dan segera memakannya dengan lahap	and soon ate it ravenously.	CO	dan	A
Participant 10						
1	1	Seorang anak perempuan, [yang memakai kaos biru dan memiliki rambut pendek], mengupas sebuah pisang	A girl [6 and 7] peeled a banana	Main	zero	A
	2	yang memakai kaos biru	[who was wearing a blue T-shirts]	SUB	yang	A
	3	dan memiliki rambut pendek	[and having a short hair]	CO	dan	A
	4	lalu memakan pisang tersebut	then ate the aforementioned banana.	CO	lalu	A

Participant 11						
1	1	Video ini menunjukkan seorang anak	This video shows a child	Main	zero	A
	2	yang hendak memakan pisang	who wanted to eat a banana	SUB		NA
	3	yang telah di-sediakan di atas meja.	which was prepared on a table.	SUB		P
2	4	Yang diletakkan di atas meja adalah sesisir pisang	What is put on the table was a bunch of banana,	Main		NA
	5	dan anak tersebut mencabut satu buah dari sesisir pisang tersebut	and the aforementioned child pull a banana out of the aforementioned banana bunch.	CO	dan	A
3	6	Dengan perlahan dan juga sedikit susah payah, anak tersebut berusaha untuk mengupas kulit pisang	Slowly and with a little difficulty, the aforementioned child worked peeling the banana skin	Main	zero	NA
4	7	yang telah ia ambil	the she took.	SUB		O
5	8	Setelah kulit pisang terkelupas	After the banana skin was peeled,	SUB	setelah	NA
	9	dia melahap pisang tersebut dengan semangat	she gobbled the banana powerfully.	Main		A
6	10	Raut wajahnya [19] menunjukkan bahwa pisang [20] berasa enak	Her face expression showed	Main	zero	A
	11	yang gembira	which is cheerful	SUB	yang	NA
	12	yang ia makan	that she ate	SUB	yang	O
Participant 12						
1	1	Dalam video dengan judul pisang, seorang anak perempuan mengambil pisang dari atas meja	In the video titled banana, a girl took a banana from a table,	Main		A
	2	dan membuka kulit pisang	and broke the aforementioned banana skin,	CO	dan	A
	3	lalu memakan pisang tersebut	then ate the aforementioned banana.	CO	lalu	A
Participant 13						
1	1	Seorang anak perempuan di-minta untuk memakan sebuah pisang	A girl was asked to eat a banana,	Main		P
	2	yang ada dihadapannya	(which was put) in front of her.	SUB	yang	NA
2	3	Anak tersebut mulai mengambil pisang itu	The aforementioned child started taking the banana	Main		A
	4	dan mulai mengupas=nya	and started peeling it	CO	dan	NA
3	5	ia terlihat sedikit mengalami kesulitan	She seemed to have some difficulties	Main		NA
		saat mengupas kulit pisang tersebut	at the point (she) peeled the aforementioned banana skin.	SUB		A
4	6	Setelah selesai mengupas kulit pisang itu	After (she) finished peeling the banana skin,	SUB	setelah	A
	7	sang anak memakan pisang itu dengan lahap	the child ate the banana ravenously	Main		A

Participant 14						
1	1	Seorang anak perempuan bermodel rambut bob sedang duduk di depan sebuah meja	A girl with a bobbed hair sits in front of a table.	Main		NA
2	2	Terdapat satu sisir pisang di atas meja tersebut	(She) found a bunch of banana on the aforementioned table.	Main		NA
3	3	Setelah di-persilahkan	After offered,	SUB	setelah	P
	4	anak perempuan tersebut mencabut sebuah pisang dengan agak susah payah	the aforementioned girl pull out a banana with a little trouble.	Main		A
4	5	Setelah itu, anak tersebut mengupas,	After that, the aforementioned child peeled	CO	setelah itu	A
	6	dan memakan pisang tersebut dengan lahapnya	and ate the aforementioned banana ravenously.	CO	dan	A
Participant 15						
1	1	Seorang anak perempuan berambut pendek mengambil pisang dari atas meja	A girl having a short hair took a banana on a table.	Main		A
2	2	ia membuka kulit pisang tersebut secara perlahan	She peeled the aforementioned banana slowly,	Main		A
	3	dan kemudian memakannya dengan cukup lahap	and then ate it so ravenously,	CO	dan	A
	4	dan ia menunjukkan raut wajah yang senang	and she showed an look of joy.	CO	dan	A

Appendix 2: Colloquial Indonesian

Movie 1 Egg						
Participant 1						
1	1	Anak perempuan itu tuh memecahin satu telur ke dalam mangkok	The girl broke one egg to a bowl,	Main		A
	2	dia kocok telornya	she beat the egg,	CO	zero	A (bare)
	3	abis itu nuangin susu segelas	after that (she) poured a bottle of milk,	CO	abis itu	A
	4	terus ngocok lagi	then beat it again.	CO	terus	A
Participant 2						
1	1	Anak cewe itu ambil satu telur	The girl took an egg,	Main		A (bare)
	2	telornya di-pecah ke dalam mangkok	the egg was broken into a bowl,	CO	zero	P
	3	terus di-kocok	and then broke it.	CO	terus	P
2	4	Lalu dia ambil satu gelas susu	Then he took one glass of milk	Main	Lalu	A (bare)
	5	yang dituang ke dalam mangkok	which was poured to the bowl,	SUB	yang	P
	6	dan dikocok sama telornya	and she stirred it with the egg.	CO	dan	P
Participant 3						
1	1	Ani memecahin telur	Ani broke an egg	Main		A
	2	trus isinya dimasukin dalem mangkok	then the contents were put into the bowl,	CO	trus	P
	3	di-kocok	she beat it,	CO	zero	P
	4	trus dia ambil susu	then she took milk,	CO	trus	A (bare)
	5	susunya dimasukin ke mangkok	the milk was put into the bowl,	CO	zero	P
	6	trus diaduk-aduk	then she mix them.	CO	trus	P
Movie2 Banana						
Participant 1						
1	1	Anak perempuan itu tuh ngambil pisang	The girl took a banana,	Main		A
	2	dia kupas	she peeled,	CO	zero	O
	3	terus dia makan pisangnya	then she ate the banana.	CO	terus	A (bare)
Participant 2						
1	1	Anak cewe itu motong satu pisang	The girl pull off a banana	Main		A
	2	lalu pisangnya di-kupas	then the banana was peeled,	CO	lalu	P
	3	dan di-makan	and was eaten.	CO	dan	P
Participant 3						
1	1	Ani cabut pisang	Ani pull off a banana,	Main		NA
	2	trus di-kupas	then peeled it,	CO	trus	P
	3	trus di-makan	then ate it.	CO	trus	P